

High School

Test Administration Directions

Arizona's

*Instrument to Measure Standards
AIMS HS*



**CTB
McGraw-Hill**

**SPRING
2005**



Reading, Writing, and Mathematics

46503



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Overview

The operational Arizona's Instrument to Measure Standards High School (AIMS HS) is administered to students in the content areas of reading, writing, and mathematics. All students in tenth grade are expected to take AIMS HS for the first time in the spring. Students in eleventh and twelfth grade may also take AIMS HS according to the guidelines in the "Students to Be Tested" section on page 2 of this document.

The writing test is scheduled for February 22, 2005; the reading test for February 23, 2005; and the mathematics test for April 12, 2005. Testing and makeup testing must be conducted according to the Testing Administration Schedule on page 4 of this document. The Test Coordinator is responsible for communicating the testing schedule to Test Administrators, parents, guardians, and students.

This document provides directions for the administration of the reading and writing and mathematics tests and should be used by the Test Administrator for each content area of AIMS HS. This document should be returned with the test materials at the conclusion of the mathematics test.

Before Testing

Part 1 Arrangements Prior to Test Administration

Test Administration Staff

A Test Administrator should be assigned to each testing room. If the number of students testing in the room requires it, Proctors may also assist the Test Administrator during the administration of the test.

The Test Administrator is responsible for:

- ☐ participating in training activities scheduled by the Test Coordinator;
- ☐ signing and returning to the Test Coordinator the AIMS HS Test Security Agreement;
- ☐ adhering to test administration security procedures;
- ☐ receiving test materials from the Test Coordinator;
- ☐ verifying the quantities of test materials received;
- ☐ requesting from the Test Coordinator additional materials required to test all eligible students;
- ☐ reviewing this document in advance of the testing date;
- ☐ following test administration directions exactly;
- ☐ distributing, collecting, and verifying all test materials on testing dates;



- ☐ completing all necessary demographics information on the demographics page for those students without a student bar code label;
- ☐ completing question 11 on the demographics page to indicate applicable accommodations;
- ☐ completing the "Other Information" data grid found on the inside front cover of the answer document, including "J" codes; and
- ☐ assembling and returning all test materials to the Test Coordinator.

Preparation of the Room for Testing

AIMS HS is a standardized test. The Test Administrator **must** follow the directions exactly as stated in this document.

The testing room should be prepared for the test administration prior to the testing date. Good lighting, ventilation, and freedom from distracting noises and interruptions are important for student performance. Visual aids displayed in the testing room should be removed or covered completely.

Students to Be Tested

All Grade 10 students are expected to test. Grade 11 and Grade 12 students who have not yet met the standard on the reading, writing, or mathematics portions of AIMS HS are expected to retake the test for the specific content area. Any Grade 11 and Grade 12 students who want to move from the "Meets the Standard" to the "Exceeds the Standard" performance level have the option of retaking AIMS HS to raise their score on a particular content area. Students in Grade 11 and Grade 12 who have exceeded the standard on a particular content area of AIMS HS may not retake the test for that content area.

Only students with significant cognitive disabilities and whose current Individualized Education Plan (IEP) designates them for an alternate assessment, AIMS-A, are excluded from AIMS HS. Refer to the Students with Disabilities guidelines on the Arizona Department of Education Web site at www.ade.az.gov for additional information.

Test Administration Security Procedures

It is unethical and shall be viewed as a violation of test security for any person to:

- examine the content of the test;
- allow students access to test questions prior to testing;
- allow students to share information during test administration;
- allow students to use scratch paper;
- read any parts of the test to students except as indicated in the directions;
- influence students' answers by offering assistance of any kind;

*The Test Administrator **must** follow the directions exactly as stated in this document.*



- change students' answer choices;
- photocopy, transcribe, or in any way duplicate any part of AIMS HS test books;
- disclose or allow to be disclosed the content of the test;
- fail to return all test materials, including unused documents; and
- participate in, direct, aid, counsel, assist in, encourage, or fail to report any violations of these test administration security procedures.

Test Administrators and Proctors **may not** assist students in answering questions. They may, however, clarify the test directions **only**. Refer to "Test Preparation and Administration Practices" on the Arizona Department of Education Web site at www.ade.az.gov.

AIMS HS Test Security Agreement

To ensure the security of AIMS HS, Test Administrators and Proctors **must** sign a copy of the AIMS Test Security Agreement found in the Test Coordinator's Manual or obtained from the Test Coordinator. See Figure 1 below for a sample Test Security Agreement.

*Test Administrators and Proctors **must** sign a copy of the AIMS Test Security Agreement.*

Figure 1. Sample AIMS HS Test Security Agreement

Arizona's Instrument to Measure Standards
AIMS HS/AIMS DPA
Test Security Agreement

The user (state agency, school district, charter-holder and/or school professional staff) acknowledges that AIMS HS and AIMS DPA are secure tests and agrees to the following conditions of use to ensure the security of the tests:

1.
 - a) The user will take all necessary precautions to safeguard all testing materials by limiting access to persons with the school district or agency with a responsible, professional interest in the test's security.
 - b) The names of all persons having access to the materials will be kept on file by the user.
 - c) All persons having access to the materials (other than students to whom the test is administered) will sign a security affidavit, which will be kept on file.
 - i. School Principals will maintain signed agreements of building staff.
 - ii. District will maintain signed agreements of building administrators.
 - iii. Superintendent/charter holder will sign for district and submit security agreement to the Arizona Department of Education (ADE).
 - iv. ADE will maintain signed agreements of superintendents/charter holders.
2.
 - a) The user will keep the test materials under lock and key, except on actual testing dates, limiting access to those responsible for their security.
 - b) Secure testing materials, including test book and directions, will be delivered to examiners no sooner than the date of testing, unless logistics dictate an earlier delivery date.
 - c) Test materials will be kept secure until they are actually distributed to students.
 - d) In no case will students be permitted to remove testing materials from the room where testing takes place except under supervision of staff (students completing test).
3.
 - a) The user will not examine the test to determine the content beyond the requirements to administer the test.
 - b) The user will not disclose or allow to be disclosed the content of the test.
4. Upon completion of testing, the user will return all testing materials to the designated testing coordinator of the school/district.
5. The user will develop, distribute, and enforce disciplinary procedures for the violation of test security by district or agency staff.
6. The user will follow the guidelines approved by the State Board of Education in January 2005 in the document *Test Preparation and Administration Practices*.

By signing my name to this document, I am assuring the ADE that I and anyone having access to the testing materials will abide by the above conditions.

By: _____
 Printed Name: _____
 Title: _____
 Date: _____
 School/District/
 Charter-Holder: _____
 Address: _____
 City: _____

FAX Superintendent/Charter Holder signature to: 602-542-5467

Part 2 Test Materials and Testing Schedule

Test Materials

Test Administrators will receive their test materials from the Test Coordinator. AIMS HS test books are secure documents. The Test Coordinator will keep a record of the number of books assigned to each Test Administrator.

Test Administrators must be able to account for the security of all test materials before, during, and after the test administration.

Upon receipt of test materials, the Test Administrator should count the number of test books received. Each Test Administrator should receive from the Test Coordinator an inventory of the number of test books and answer documents that have been delivered. Any discrepancies or defective test books and answer documents must be reported immediately to the Test Coordinator. All test materials must be kept in a **securely locked storage facility** except during actual test administration times.

Shortage of Materials

Prior to the testing date, any shortage of test materials must be communicated to the Test Coordinator, who has additional materials and can provide these materials to the Test Administrator.

Testing Administration Schedule

All testing activities must be conducted during the period scheduled as shown in the chart below. The testing schedule must be clearly communicated to students and to parents in advance.

Test Administration Dates	
Writing Test	February 22, 2005
Reading Test	February 23, 2005
Mathematics Test	April 12, 2005
Makeup Test Administration Dates	
Writing Test	March 1, 2005
Reading Test	March 2, 2005
Mathematics Test	April 19, 2005

AIMS HS is not a timed test.

The following are **approximate times** needed to administer AIMS HS. This estimate includes time to distribute materials to students, complete student information on test books and answer documents, read directions, and collect and count test materials at the end of the testing session.

Test Administrators must be able to account for the security of all test materials before, during, and after the test administration.

The writing test should be administered in one session of two hours with a stretch break after the first hour. The reading test should be administered in one session of two hours with a stretch break after the first hour. The mathematics test should be administered in two sessions of ninety minutes each with a significant break after the first ninety-minute session.

Students may be instructed to bring personal reading materials or class work they can do if they finish testing before the end of a testing session. The testing session is complete only when the allotted time for the test session has ended or when all students present have completed the test. Students who need additional time beyond the allotted time may be escorted to another secure testing location to complete the test.

Test Materials

Materials Supplied by the State

- ☐ Test Administration Directions
- ☐ Test books
- ☐ Answer documents
- ☐ Student Bar Code Labels
- ☐ Group Information Sheets (GIS)
- ☐ School Group Lists (SGL)
- ☐ Envelopes

Test Administrators should verify that there is one test book and one answer document per student.

Materials Supplied by the School

The school is **responsible for** providing the following for each testing room:

- ☐ a supply of sharpened, standard, wooden, graphite-based No. 2 pencils with erasers;
- ☐ pencil sharpener or additional supply of sharpened, standard, wooden, graphite-based No. 2 pencils with erasers;
- ☐ a **Testing—Do Not Disturb** sign; and
- ☐ published dictionaries and thesauri for use on the writing test **only**.

Test Administrators must be sure to have an adequate supply of test materials available prior to testing.

Students may use a published dictionary and thesaurus for the writing test **only**, although neither item is required. Several copies of each of these items should be available in the event students choose to use them. Dictionaries and thesauri may **not** be used on the reading test or the mathematics test.

Use of scratch paper is prohibited. Its use is a violation of test security.

*Students **must** use a standard, wooden, graphite-based No. 2 pencil to mark their answers and to write the final version of their extended writing.*

Use of scratch paper is prohibited. Its use is a violation of test security. Students are allowed, however, to write in their test books as needed. **Only answers marked in answer documents will be scored.**

Test Books

Although test books are secure and must be returned to CTB/McGraw-Hill after testing, students may write in their test books. However, only answers indicated on the answer document will be scored.

Answer Documents

AIMS HS uses two answer documents: one answer document for the writing and reading tests, and one answer document for the mathematics test. The answer documents are machine scorable. Students **must** use a standard, wooden, graphite-based No. 2 pencil to mark their answers and to write the final version of their extended writing.

It is important that the following precautions be observed:

- Do not use any answer document other than the corresponding content area answer document for the Spring 2005 AIMS HS. Documents from other testing programs or from previous AIMS HS field or pilot testing sessions will not be scored.
- Do not photocopy the test books or the answer documents.
- Do not disassemble or pull pages from the answer documents.
- Do not use "sticky" notes, paperclips, tape, staples, or glue on the answer documents.
- Do not allow students to use extra paper to write their responses for the writing test. Only answers written on the pages designated "Final Copy" will be scored.
- Do not allow students to use correction fluid on the answer documents. If an error is made in filling in a bubble or in the final version of the extended-writing, the student should erase the error completely and write in the correction.
- Do not allow students to use pens, crayons, markers, or colored pencils to respond to either their multiple-choice questions or the writing test.

Part 3 Test Administration Guidelines

Defective Test Books and Answer Documents

Replace any defective test books or answer documents immediately. Be sure to return any defective test books or answer documents to the Test Coordinator at the conclusion of testing.

Students Who Leave the Room During Testing

Students may be allowed to go to the restroom, if necessary, during testing. However, only one student may leave at a time. Collect the test materials from the student upon leaving the room, and return the materials when the student comes back.

Students Who Are Dismissed for Health Reasons

Students who become ill and who must leave during the test administration of AIMS HS for reading, writing, or mathematics are ineligible to continue the test for that content area. The Test Administrator should inform the student that the testing session for that content area has ended, collect the student's test book and answer document, and dismiss the student from the testing room. The student will **not** be allowed to make up the test for that content area. The ill student's test book and answer document should be returned with the test materials.

Disruptive Students

Students who disrupt testing, refuse to participate, receive help from others, or otherwise engage in behavior not consistent with acceptable classroom behavior, should be subject to the disciplinary procedures established by the school for such occurrences. The Test Administrator should gather the disruptive student's test materials and inform the student that the opportunity to participate in the test has been revoked, and that appropriate notification will be placed in the student's cumulative folder.

The Arizona Department of Education recommends that the student's parents or guardians receive written notification of the incident and its consequences.

Test Administrators and Proctors should walk around the room during testing to make sure students are progressing through the test.

Monitoring the Test

Students should be allowed to work at their own pace. Test Administrators and Proctors should walk around the room during testing to make sure students are progressing through the test.

Test Administrators and Proctors should:

- ☐ supervise the room at all times during testing;
- ☐ answer questions students may have regarding the test directions **only**;
- ☐ verify that students are marking their answers in the correct location in the answer document; and
- ☐ check for a large number of erasures—these may indicate that a student is confused about the directions or is experiencing another type of difficulty.

Refer to “Test Administration Security Procedures” on page 2 of this document and “Answer Documents” on page 6 for additional guidelines regarding the monitoring of the test.

Use of Resources

Math manipulatives, including, but not limited to, a number line, ruler, abacus, and compass may not be used on any portion of AIMS HS.

Electronic devices, including, but not limited to, calculators, cell phones, digital watches, and personal digital assistants are prohibited throughout the test administration.

Students may use a published dictionary and/or thesaurus for the writing test **only**, although neither item is required. Several copies of each of these items should be available in the event students choose to use them. Dictionaries and thesauri may not be used on the reading test or the mathematics test.

Refer to “Standard and Non-Standard Accommodations” on page 34 in the Appendix for information regarding the use of resources for students who require standard and non-standard accommodations.

Part 4 Student Identification Information

The usefulness and validity of the assessment results depend on accurate recording of the required student identification information and demographics information on AIMS HS test books and answer documents.

Student identification information to be completed is located on the front covers of the reading and writing and mathematics test books, and on the front covers of the reading and writing and mathematics answer documents.

The front covers of the test books and answer documents for reading and writing and for mathematics each include lines for filling out names of Student, Teacher, School, and District. Prior to test administration, and before distributing test books and answer documents to students, the Test Administrator should write the names of the teacher, the school, and the school district on the board in a visible location. The Test Administrator should instruct students how to fill in this information on their test books and answer documents. Directions for completing this information are found in Part 6 on page 12 of this document.

Student Bar Code Labels

The front covers of the answer documents for reading and writing and for mathematics should have a student bar code label affixed in the proper location.

Only student bar code labels provided for the administration of the reading and writing tests should be used on the reading and writing answer documents. Only student bar code labels provided for the administration of the mathematics test should be used on the mathematics answer documents. All student bar code labels are secure and any that are not used on student test books should be returned with non-scorable testing materials.

If a student bar code label is **not** available, the demographics page found on the back cover of the answer document for that student must be completed. Directions for completing this information are found in the Appendix on page 28 of this document.

For a student who receives standard or non-standard accommodations, it is required that question 11 on the demographics page be correctly coded even if a student bar code label is available. For a student who receives non-standard accommodations, the appropriate "J" code in the "Other Information" data grid found on the inside front cover of the answer document must be coded even if a student bar code label is available.

Only student bar code labels provided for the administration of the reading and writing tests should be used on the reading and writing answer documents. Only student bar code labels provided for the administration of the mathematics test should be used on the mathematics answer documents.

If a student bar code label contains incorrect data, the student bar code label should not be used, and the demographics page found on the back cover of the answer document for that student must be completed. Directions for completing this information are found in the Appendix, beginning on page 28 of this document.

Test Forms

The back covers of the answer documents include a section for recording the test form students are using for each content area of AIMS HS. Students should fill in this information. Directions for completing this information are found in this document under the administration directions for each content area.

Part 5 Explanation of Symbols

The following symbols are used throughout the specific directions for each content area of AIMS HS.



This symbol indicates the directions you are to read aloud to the students. The text is printed in bold type.



This symbol indicates places where you may want to use a test book or answer document to show sample items or to make sure students have turned to the correct page.

Information that is provided for the Test Administrator and that should not be read aloud to the students is printed in italics.

During Testing

Part 6 Completing Student Identification Information

Before distributing the test books and the answer documents, write on the board the names for the teacher, the school, and the district.

Distribute the test books and answer documents to students.



Hold up a test book and an answer document and point to the lines on the front covers that say "Student Name."

Point to the information that you have written on the board.



On the front cover of your test book and answer document you will write your name on the line labeled "Student Name." Then, on the lines labeled "Teacher," "School," and "District," you will write the information shown on the board.

Pause. Make sure students complete information correctly.

Proceed with the test administration as follows:

- *To administer the writing test, turn to page 13.*
- *To administer the reading test, turn to page 16.*
- *To administer the mathematics test, turn to page 20.*

If a student does not have a student bar code label affixed to the front cover of his or her answer document, proceed to the Student Demographics Information section on page 28 in the Appendix of this document. Use the directions on page 29 to complete the required demographics information.

Part 7 Administering the Writing Test

Make sure each student has a reading and writing test book and a reading and writing answer document.

When administering the writing test, follow the directions below.



Hold up the reading and writing test book. Point to the location on the front cover of the test book where the letter of the form is indicated.



Look on the front cover of your test book and find the letter of your form.

Pause. Make sure all students have located the letter of their form.



Hold up the reading and writing answer document. Point to the location on the demographics page on the back cover of the answer document where students will fill in the bubble to indicate their writing prompt.



Turn to the back cover of your answer document. In approximately the center-right of the demographics page you can find the place to indicate the letter of your form for the writing prompt. Now you will fill in the bubble for the writing prompt you are using. It is important that you fill in the bubble that corresponds to the letter of the form of the writing prompt that you found on the front cover of your test book.

Pause. Make sure all students fill in the correct bubble to indicate the letter of their form for the writing prompt. On February 22, 2005, students will be using a test form with a letter between A and S and should mark the bubble next to A–S. On March 1, 2005, students will be using the makeup test form “T” and should mark the bubble next to “T” to indicate the writing prompt.



Today you will be tested on writing as part of the Arizona’s Instrument to Measure Standards High School (AIMS HS).

Do not open your test book until I tell you to do so. Talking during the test is not allowed.

In your test book, there is a prewriting and planning page, two draft pages, and a Writer’s Checklist.



Hold up the test book. As you refer to the "Prewriting and Planning," "Draft," and "Writer's Checklist" pages, point to each page.



You will use the "Prewriting and Planning," "Draft," and "Writer's Checklist" pages to plan and write your first draft. What you write on these pages will not be scored.

Pause, and then continue.



Use the Writer's Checklist as a guide to review your first draft. Make sure you have covered everything on the Writer's Checklist. This checklist will be used as a guide to evaluate your final version. If you choose to, you may use a dictionary or a thesaurus.



Hold up the answer document. Point to the pages designated "Final Copy."



When you have finished reviewing your draft, you will write the final version in the answer document on the pages designated "Final Copy." Do not write beyond the pages provided in the answer document. Responses extending beyond the space provided will not be scored. You must use a No. 2 pencil to write the Final Copy.

Pause, and then continue.



This is not a timed test. When you finish writing the Final Copy, close your test book and answer document. Place your answer document on top of your test book.

Open your test book to page 40. When you have completed your planning and your draft, then write your final version in your answer document on page 4.

Make sure all students have turned to the correct page in their test books.



You may now read the writing prompt and begin planning your draft.

While students are taking the test, move around the room to make sure students are progressing through the test. You may point out the Writer's Checklist to students who have completed the first draft as a reminder for them to use it prior to completing the final version in the answer document.

Stretch Break. After one hour, have a stand-and-stretch break. Use the following instructions.

SAY Stop. Close your test book so that you may stand and stretch. Please do not talk.

At the end of two or three minutes,

SAY Now be seated. Open your test book to page 40 and your answer document to page 4. You will now continue the writing test. If you are ready to do so, copy your draft onto the pages in your answer document designated "Final Copy." If you finish the writing test before I say stop, you may review your writing, but you may not go on to the reading test.

Students should have time to finish the writing test (approximately two hours). However, those students who finish the writing test before the allotted time for the session has ended may not go on to the reading test. Before ending the testing session for all students, identify those students who require additional time to complete the test. Arrangements must be made to allow additional time for students to finish the writing test if necessary. However, if all students finish before the end of the allotted time, end the testing session. When all students have finished or the allotted time for the session has ended, proceed below.

SAY Stop. This is the end of the writing test. Make sure that you have written your Final Copy neatly and that you have completely erased any marks you do not want.

Pause, and then continue.

SAY Close your test book and answer document. Place your answer document on top of your test book. Please remain quiet in your seat until all test materials are collected.

*All test books and answer documents are secure and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until the administration of the reading test.*

Part 8 Administering the Reading Test

Prior to administering the reading test, review Part 6 of this document found on page 12 and use the directions as needed.

Make sure each student has their reading and writing test book and their reading and writing answer document.

When administering the reading test, follow the directions below.



Hold up the reading and writing test book. Point to the location on the front cover of the test book where the letter of the form is indicated.



Look on the front cover of your test book and find the letter of your form.

Pause. Make sure all students have located the letter of their form.



Hold up the reading and writing answer document. Point to the location on the demographics page on the back cover of the answer document where students will fill in the bubble to indicate the letter of their reading test form.



Turn to the back cover of your answer document. In approximately the center of the demographics page you can find the place to indicate the letter of your reading test form. Now you will fill in the bubble for the test form you are using for reading. It is important that you fill in the bubble that corresponds to the letter of the form that you found on the front cover of your test book.

Pause. Make sure all students fill in the correct bubble to indicate the letter of their reading test form.



Today you will be tested on reading as part of the Arizona's Instrument to Measure Standards High School (AIMS HS).

Do not open your test book until I tell you to do so. Talking during the test is not allowed.

The test book contains several passages followed by multiple-choice questions. You will read a passage and then answer the multiple-choice questions that follow it. You may refer back to



the passage when answering the questions. You may write in your test book, but you must mark all of your answers in the answer document.

To answer a multiple-choice question, fill in the bubble that goes with the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. You must use a No. 2 pencil to mark your answers.

Pause, and then continue.



This is not a timed test.

When you finish the reading test, you may go back and check your work in the reading test only. When you finish checking your work, close your test book and answer document. Place your answer document on top of your test book.

Open your answer document to page 1.

Make sure all students have turned to the correct page in their answer documents.



Read along with me in your answer document as I read aloud.

As you finish each part of the test, you will see the following stop sign.

Stop 

When you see this stop sign, do **not** go on to the next part in the test book.

Check to be sure that:

- Every question in that part of the test book has been answered.
- The bubbles for your answers are filled in completely.
- All other bubbles are empty.

Are there any questions?

Pause to answer any questions and then proceed with the test administration.



Open your test book to page 1 and in your answer document, turn to page 2.



Make sure all students have turned to the correct page in their test books and answer documents, and then continue.

SAY We will begin by reading a passage and doing two sample multiple-choice questions.

These are the types of questions you will be answering during this session. For each sample, fill in the bubble that goes with the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark.

Pause, and then continue.

SAY Read Sample A, and then fill in the bubble for the answer you choose. When you have finished Sample A, stop working.

Give students time to answer Sample A.

SAY The correct answer for Sample A is "C."

Pause, and then continue.

SAY Now read Sample B, then fill in the bubble for the answer you choose. When you have finished Sample B, stop working.

Give students time to answer Sample B.

SAY The correct answer for Sample B is "B."

Pause, and then continue.

SAY Follow the directions that appear throughout the test book and mark your answers in the answer document.

Please answer all questions as questions left blank are scored as incorrect.

When you finish the reading test, you may go back and check your work for the reading test only. When you finish checking your work, close your test book and answer document. Place your answer document on top of your test book. Please remain quiet in your seat until everyone has finished.

Are there any questions?

Pause to answer any questions, and then continue.

SAY Turn to page 2 in your test book.

Make sure all students have turned to the correct page in their test books.

SAY You may begin the reading test.

While students are taking the test, move around the room to make sure students are progressing through the test.

Stretch Break. After one hour, have a stand-and-stretch break. Use the following instructions.

SAY Stop. Close your test book and answer document so that you may stand and stretch. Please do not talk.

At the end of two or three minutes,

SAY Now be seated. Open your test book and answer document and continue working until you come to the STOP sign on page 38. If you finish before I say stop, you may review your work for the reading test only.

Continue with the test administration.

Students should have time to finish the reading test (approximately two hours). Before ending the testing session for all students, identify those students who require additional time to complete the test. Arrangements must be made to allow additional time for students to finish the reading test if necessary. However, if all students finish before the end of the allotted time period, end the testing session. When all students have finished or the allotted time for the session has ended, proceed below.

SAY Stop. This is the end of the reading test. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want.

Pause, and then continue.

SAY Close your test book and answer document. Place your answer document on top of your test book. Please remain quiet in your seat until all test materials are collected.

*All test books and answer documents are secure and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until test materials are returned to the Test Coordinator.*

Part 9 Administering the Mathematics Test

Prior to administering the mathematics test, review Parts 1 through 6 of this document found on pages 1 through 12 and be sure to use the directions in Part 6.

Mathematics, Part 1

Make sure each student has a mathematics test book and a mathematics answer document.

When administering the mathematics test, follow the directions below.



Hold up the mathematics test book. Point to the location on the front cover of the test book where the letter of the form is indicated.



Look on the front cover of your test book and find the letter of your form.

Pause. Make sure all students have located the letter of their form.



Hold up the mathematics answer document. Point to the location on the demographics page on the back cover of the answer document where students will fill in the bubble to indicate the letter of their mathematics test form.



Turn to the back cover of your answer document. In approximately the center-right of the demographics page you can find the place to indicate the letter of your form. Now you will fill in the bubble for the test form you are using. It is important that you fill in the bubble that corresponds to the letter of the test form you found on the front cover of your test book.

Pause. Make sure all students fill in the correct bubble to indicate the letter of their mathematics test form.

*Students may **not** use calculators for any part of the test.*



Today you will be tested on mathematics as part of the Arizona's Instrument to Measure Standards High School (AIMS HS).

Do not open your test book until I tell you to do so. Talking during the test is not allowed.

*Students may **not** use calculators for any part of the test.*



The test book contains mathematics problems. You will read a problem and then answer the multiple-choice questions that follow it. You may write in your test book, but you must mark all of your answers in the answer document.

To answer a multiple-choice question, fill in the bubble that goes with the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark. Make sure that you are marking your answer to a question in the space with the same number as the test question. If you want to change an answer, completely erase the mark you made before making a new mark. You must use a No. 2 pencil to mark your answers. You may not use a calculator for any part of this test.

Pause, and then continue.



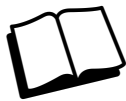
This is not a timed test.

When you finish Part 1 of the mathematics test, you may go back and check your work for Part 1 only. You may not go on to Part 2. When you finish checking your work in Part 1, close your test book and answer document. Place your answer document on top of your test book.

Pause, and then continue.



Open your test book to page 1 and page 2 and look at the AIMS Reference Sheet.



Hold up the test book and point to the first two pages designated "AIMS Reference Sheet."

Make sure all students have turned to the pages designated "Reference Sheet" in their test books, and then continue.



You may use the information from these reference sheets at any time during the test.

Pause, and then continue.



Now open your answer document to page 1.

Make sure all students have turned to the correct page in their answer documents.



Read along with me in your answer document as I read aloud.



As you finish each part of the test, you will see the following stop sign.



When you see this stop sign, do **not** go on to the next part in the test book.

Check to be sure that:

- Every question in that part of the test book has been answered.
- The bubbles for your answers are filled in completely.
- All other bubbles are empty.

Are there any questions?

Pause to answer any questions and then proceed with the test administration.

SAY Open your test book to page 3, and in your answer document, turn to page 2.

Make sure all students have turned to the correct page in their test books and answer documents, and then continue.

SAY We will begin by doing two sample multiple-choice questions.

These are the types of questions you will be answering during this session. For each sample, fill in the bubble that goes with the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark.

Pause, and then continue.

SAY Read Sample A, and then fill in the bubble for the answer you choose. When you have finished Sample A, stop working.

Give students time to answer Sample A.

SAY The correct answer for Sample A is "D."

Pause, and then continue.

SAY Now read Sample B, then fill in the bubble for the answer you choose. When you have finished Sample B, stop working.

Give students time to answer Sample B.

SAY The correct answer for Sample B is "C."

Pause, and then continue.

SAY Follow the directions that appear throughout the test book and mark your answers in the answer document.

Please answer all questions as questions left blank are scored as incorrect.

When you finish Part 1 of the mathematics test, you may go back and check your work in Part 1 only. When you finish checking your work in Part 1, close your test book and answer document. Place your answer document on top of your test book. Please remain quiet in your seat until everyone has finished.

Are there any questions?

Pause to answer any questions, and then continue.

SAY Turn to page 4 in your test book.

Make sure all students have turned to the correct page in their test books.

SAY You may begin the mathematics test.

While students are taking the test, move around the room to make sure students are progressing through the test.

Students should have time to finish Part 1 of the mathematics test (approximately ninety minutes). Before ending the testing session for all students, identify those students who require additional time to complete the test. Arrangements must be made to allow additional time for students to finish Part 1 of the mathematics test if necessary. However, if all students finish before the end of the allotted time, end the testing session. When all students have finished or the allotted time for the session has ended, proceed below.

SAY Stop. This is the end of Part 1 of the mathematics test. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want.

Pause, and then continue.

SAY Close your test book and answer document. Place your answer document on top of your test book. Please remain quiet in your seat until all test materials are collected.

Break. At the conclusion of Part 1 of the mathematics test, there should be a significant break so students may be refreshed before proceeding to Part 2 of the mathematics test. Follow your school's plan for providing this break.

*All test books and answer documents are secure and must be accounted for at the end of each testing session. Missing test books must be located prior to dismissing students. All test materials must be kept in a **securely locked storage facility** until the administration of Part 2 of the mathematics test.*

Following a significant break, continue with the test administration.

Mathematics, Part 2

*Make sure all students have their mathematics test books and answer documents they used in Part 1. Students may **not** use calculators for any part of the test.*

SAY Now you are going to work on Part 2 of the mathematics test. You may not use a calculator for any part of this test. You may use information from the reference sheets on pages 1 and 2 in the mathematics test book at any time during the test.

When you finish Part 2 of the mathematics test, you may go back and check your work for Part 2 only. When you finish checking your work in Part 2, close your test book and answer document. Place your answer document on top of your test book.

Open your test book to page 19 and in your answer document, turn to page 4.

Make sure all students have turned to the correct page in their test books and answer documents.

SAY We will begin by doing a sample multiple-choice question.

This is the type of question you will be answering during this session. Read the question, then fill in the bubble that goes with the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark.

Pause, and then continue.

SAY Read Sample A, and then fill in the bubble for the answer you choose. When you have finished Sample A, stop working.

Give students time to answer Sample A.

SAY The correct answer for Sample A is "A."

Pause, and then continue.



Follow the directions that appear throughout the test book and mark your answers in the answer document.

You will not lose points for guessing, so try to answer every question.

Continue working until you see the stop sign at the end of Part 2 of the mathematics test or until I tell you to stop. When you finish Part 2 of the mathematics test, you may go back and check your work in Part 2 only. When you finish checking your work, close your test book and answer document. Place your answer document on top of your test book. Please remain quiet in your seat until everyone has finished.

Are there any questions?

Pause to answer any questions, and then continue.



Turn to page 20 in your test book.

Make sure all students have turned to the correct page in their test books.



You may begin Part 2 of the mathematics test.

While students are taking the test, move around the room to make sure students are progressing through the test.

Students should have time to finish Part 2 of the mathematics test (approximately ninety minutes). Before ending the testing session for all students, identify those students who require additional time to complete the test. Arrangements must be made to allow additional time for students to finish the mathematics test if necessary. However, if all students finish before the end of the allotted time, end the session. When all students have finished or the allotted time for the session has ended, proceed below.



Stop. This is the end of the mathematics test. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want.

Pause, and then continue.



Close your test book and answer document. Place your answer document on top of your test book. Please remain quiet in your seat until all test materials are collected.

*All test books and answer documents are secure and must be accounted for at the end of each testing session. Missing test books **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until test materials are returned to the Test Coordinator.*



After Testing

Part 10 Procedures Following Test Administration

Inspecting Answer Documents

After testing, Test Administrators should check each test book and answer document to ensure that the following has been done:

- ☐ Student test books and answer documents have been separated into individual stacks. Test books must not contain answer documents.
- ☐ The student's marks have been made with a No. 2 pencil. Light marks and marks made with a colored pencil, ink, or felt-tip pen cannot be properly scored. These should be marked over with a No. 2 pencil.
- ☐ The student has completed his or her name, teacher, school, and district on the front cover of the answer document.
- ☐ The student bar code label has been applied in the designated location, or if no student bar code label is available, the demographic information has been bubbled.
- ☐ All erasures are complete and neat.
- ☐ For all students receiving standard or non-standard accommodations, question 11 on the demographics page on the back cover of the answer document has been correctly coded.
- ☐ For all students receiving non-standard accommodations, the appropriate "J" code on the inside front cover of the answer document has been correctly coded.
- ☐ The letter to designate the form the student used is correctly coded in the "Reading Test Form" and "Writing Prompt," sections or the "Mathematics Test Form" section on the demographics page on the back covers of the answer documents.

Group Information Sheets (GIS)

Preprinted GIS have been provided in each school's shipment of test materials. A GIS must be completed for each group's documents. It is important that all necessary information is printed and gridded on the GIS. GIS are scannable documents; **photocopies are not acceptable for Scoring Center use**. Additional copies of the GIS are available from the Test Coordinator.

Returning Materials

Test Administrators should arrange the answer documents so the front cover is facing up. All answer documents are to be placed in classroom or grade-level stacks with a completed Group Information Sheet (GIS) on top of each stack.

The stack should be placed in envelopes. If more than one envelope is needed, the stack with the GIS on top should be labeled "Envelope #1" and should be numbered "1 of X." The next envelope should be labeled "Envelope #2" and should be numbered "2 of X," etc.

Paperclips or rubber bands must not be used to bind answer documents as this would damage answer document edges. The answer documents do not need to be alphabetized, as a computer program will do this automatically.

Test books, whether used or not used by students, and unused answer documents are considered to be non-scorable and must be returned to the Test Coordinator. At the end of the mathematics test administration, this document must also be returned to the Test Coordinator.

Appendix

Student Demographics Information

The usefulness and validity of AIMS HS test assessment results depend on accurate recording of student demographics information on the demographics page found on the back cover of AIMS HS answer documents for the particular content areas.

The required student demographics information will appear on student bar code labels that are affixed to the front covers of AIMS HS answer documents. For answer documents that have student bar code labels, it is not necessary for students to record this information on the demographics page. However, it is required that the applicable accommodations be completed for question 11 on the demographics page and "J" codes on the "Other Information" data grid found on the inside front cover of the answer document.

Prior to Test Administration: Student Demographics Information for Students Without Student Bar Code Labels

If students do **not** have student bar code labels on their answer documents, the following demographics information on the demographics page found on the back cover of the answer documents must be completed: last name, first name, middle initial, birth date, grade, cohort, ethnic background, gender, and SAIS number. Completing student ID number is optional.

Directions in this section should be read to students, or used by school or district personnel to complete the required demographics information for students without student bar code labels prior to test administration. All information on the demographics page must be recorded using a No. 2 pencil to fill in the appropriate bubbles.

Distribute answer documents to students who do not have student bar code labels in order to complete the demographics page.

SAY If you do not have a student bar code label on the front cover of your answer document, you will now fill in demographics information on the demographics page found on the back cover of your answer document.



Hold up an answer document and point to the demographics page on the back cover.

SAY Please turn your answer document over to the back cover.

Pause. Make sure all students have turned their answer documents to the back cover, and then continue.

SAY You will start by filling in the fields for your last name, first name, and middle initial.



Hold up an answer document and point to the grid section for "Last," "First," and "M.I." (middle initial).

SAY Look at the section that says "Last." In the row of boxes under the section for "Last" name, print your last name. Be sure to use your legal last name. Print only one letter in each box beginning in the first box on the left. If there are not enough boxes for all the letters in the your last name, leave off the letters at the end.

Pause while students fill in information, and then continue.

SAY In the row of boxes under the section for "First" name, print your first name. Be sure to use your legal first name. Do not use a nickname. Do not fill in the blank column between "Last" and "First" names or between "First" Name and "M.I." If there are not enough boxes for all the letters in your first name, leave off the letters at the end.

Pause while students fill in information, and then continue.

SAY In the "M.I." box, print the first letter of your middle name or leave the box blank if you do not have a middle name.

Pause while students fill in information, and then continue.



Now, fill in one bubble in the column under each letter in your name. For example, if your last name begins with "D," fill in the "D" in the first column of letters. If there are any blank boxes, fill in the empty bubbles at the top of the column.

Be sure to fill in the bubbles completely, and make your marks heavy and dark. If you want to make a change, completely erase the mark you made before making a new mark.

Pause while students fill in information, and then continue.



Hold up the answer document and point to the section that says "Birth Date."



In the section that says "Birth Date," fill in the bubbles for the Month, the Day, and the Year you were born. For example, if you were born March 2, 1989, you should fill in the bubble for the month of March designated by "Mar" in the Month column, the bubbles for 0 and 2 in the Day columns, and the bubbles for 8 and 9 in the Year columns.

Pause while students fill in information, and then continue.



Hold up the answer document and point to the section that says "Grade."



In the section that says "Grade," fill in the bubble for the grade you are in.

Pause while students fill in information, and then continue.



Hold up the answer document and point to the section that says "Cohort."



In the section that says "Cohort," fill in the bubble next to the expected year of graduation based on the year you entered ninth grade. For example, for most tenth grade students, their Cohort will be 2007.

Pause while students fill in information, and then continue.



Hold up the answer document and point to the section that says "Ethnic Background."



In the section that says “Ethnic Background,” fill in the bubble that corresponds to the ethnic group you most identify with.

Pause while students fill in information, and then continue.

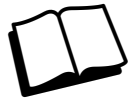


Hold up the answer document and point to the section that says “SAIS Number.”



In the section that says “SAIS Number,” enter your SAIS Number in the boxes at the top of the column, beginning in the first box on the left. Now, fill in the appropriate bubble in the column under each number.

Make sure all students are filling in the appropriate bubbles, and then continue.



Completing the Student ID Number is optional. Hold up the answer document and point to the section that says “Student ID Number.”



In the section that says “Student ID Number,” you may enter your Student ID Number if you choose. However, it is not required. If you choose to enter your Student ID Number, fill in the numbers in the boxes at the top of the column, beginning in the first box on the left. Then, fill in the appropriate bubble in the column under each number.

Pause while students fill in information.

When students have finished filling in their demographics information, the Test Administrator should proceed with the test administration of the specific content area of AIMS HS.

After Test Administration: Student Demographics Information for Students Without Student Bar Code Labels

The directions in this section should be used by school or district personnel to complete questions 1 through 13 for students without bar code labels after test administration. All information on the demographics page must be recorded using a No. 2 pencil to fill in the appropriate bubbles.

Questions 1 through 6 must be completed for all students.

Question 1: In the box labeled number 1, fill in the bubble for "Yes" to indicate that the student did start within the first ten days of this school year at this school. Fill in the bubble for "No" to indicate that the student started after the tenth day.

Question 2: In the box labeled number 2, fill in only **one** bubble to indicate the number of years the student has been at this school.

If the answer in Question 1 is "No," the only answer possible in Question 2 is "Less than 1." If the answer in Question 1 is "Yes," then fill in the **one** bubble to indicate the appropriate number of years: 1, 2, 3, 4, 5, 6, or more than 6.

Question 3: In the box labeled number 3, fill in the bubble for "Yes" to indicate that the student did start within the first ten days of this school year at this district. Fill in the bubble for "No" to indicate that the student started after the tenth day.

Question 4: In the box labeled number 4, fill in only **one** bubble to indicate the primary language that is spoken in the student's home.

Question 5: In the box labeled number 5, fill in the bubbles to indicate the student's Special Program Membership for each program of which the student is a member. Fill in all bubbles that apply. For schoolwide Title I, fill in the bubble for "Title I" for all students.

Question 6: In the box labeled number 6, fill in the bubble for "Home School" **only** if the student is home-schooled.

Questions 7 through 10 must be completed for English Learners and Reclassified Fluent English Proficient students.

Question 7: In the box labeled number 7, fill in the bubble for "EL (English Learner)" to indicate that the student has an English proficiency level of English Learner. Fill in the bubble for "FEP (Fluent English Proficient)" to indicate that the student has exited an English Learner Program and now has an English proficiency level of Fluent English Proficient.

Question 8: In the box labeled number 8, fill in only **one** bubble to indicate the number of years the student has held the classification as identified in number 7, beginning with Grade 1 and including the current school year. If records are not available, fill in the bubble for "Records not available."

Question 9: In the box labeled number 9, fill in only **one** bubble to indicate the type of EL Program in which the student is enrolled. If the student is enrolled in the Structured English Immersion program, fill in the bubble that corresponds to that program. If the student is enrolled in the Mainstream English Classroom program, fill in the bubble that corresponds to that program. If the student is enrolled in the Bilingual with Waiver program, fill in the bubble that corresponds to the appropriate Waiver number: "Waiver 1," "Waiver 2," or "Waiver 3."

Question 10: In the box labeled number 10, fill in only **one** bubble to indicate the number of years, including the current school year, the student has been enrolled in the program as identified in number 9. If the student's records are not available, fill in the bubble for "Records not available."

Question 11 must be completed for Special Education students, 504 students, and English Learners who receive accommodations.

Question 11: In the box labeled number 11, fill in the bubbles to indicate all accommodations that apply to the student. Accommodations that may apply to the student include either Standard or Non-standard; Braille; or large print. Fill in all bubbles that apply. Note: An accommodation may be appropriate for a student in one content area but not in another, even though the content areas, such as reading and writing, may be assessed in the same test book.

Question 12 must be completed for Special Education students.

Question 12: In the box labeled number 12, fill in the bubbles to indicate the student's disabilities as identified on the student IEP. For each disability that applies to the student, fill in the corresponding bubble. Fill in all bubbles that apply.

Question 13 must be completed for eleventh and twelfth-grade students only.

Question 13: In the box labeled number 13, fill in the bubble for "Has not met" to indicate that the student has not met the standard for that content area. Fill in the bubble for "Has met" to indicate that the student has met the standard but not exceeded the standard for that content area.

Standard and Non-Standard Accommodations

Standard accommodations and non-standard accommodations are available to Special Education students. Students covered by Section 504 of the Rehabilitation Act and English Learners are eligible for standard accommodations. Refer to "Administration of AIMS HS, AIMS DPA, and *TerraNova*® to Students Requiring Accommodations" on the Arizona Department of Education Web site at www.ade.az.gov.

Standard Accommodations are provisions made in how a student accesses and demonstrates learning. These do not substantially change the instructional level, the content, or the performance criteria. The changes are made in order to provide a student equal access to learning and equal opportunity to demonstrate their learning. Standard accommodations are changes in the routine conditions under which students take AIMS HS and involve changes in:

- ☐ **Timing or scheduling of the test**
For example, administration of the test in short intervals or at a time of day that takes into account a student's medical needs.
- ☐ **Test setting**
For example, administration of the test individually or in a small group setting, under special lighting, or with special furniture.
- ☐ **Test presentation**
For example, test questions presented in large print or Braille, repeated directions, or explanation of directions.
- ☐ **How the student responds to test questions**
For example, the student dictates his or her responses to the Test Administrator, tape records, scribes, or points to the answer on the reading and mathematics portions of the test.

Standard accommodations must **not** alter the content of the test or provide inappropriate assistance to the student within the context of the test. The accommodations used in test administration should be identical to accommodations required by the student during instruction. Standard accommodations **do not** require an entry in column "J" in the "Other Information" data grid found on the inside front cover of the AIMS HS answer document.

Non-standard Accommodations reflect changes in the test administration that affect standardization and, thus, the comparability of scores, and may also involve substantial changes in what a student is expected to learn and to demonstrate. Such changes are made to provide a student with meaningful and productive learning experiences, environments, and assessments based on individual needs and abilities. IEP teams should exercise caution in considering whether a student requires a non-standard accommodation in order to take the test. A non-standard test accommodation must be identified by a student's IEP team, and parents must be notified and the provided accommodation explained. Non-standard accommodations should only be provided to students with disabilities as stated in the IEP when they meet both of the following criteria:

- The accommodation is already provided during routine instruction and assessment in this subject area (both before and after the statewide test is administered).
- No other means of access allows the student to meaningfully participate in AIMS HS.

The following are examples of non-standard accommodations that may be used in the administration of AIMS HS. These non-standard accommodations require a "J" code in the "Other Information" data grid found on the inside front cover of the answer document. The non-standard accommodations used in test administration **must be required in the student's IEP** and must correspond to non-standard accommodations required for the student during instruction.

- Read aloud the reading portion of the test to a student. Readers may not clarify, elaborate, or provide assistance to the student.
- Allow a student to dictate to a scribe for the writing portion of the test.
- Allow a student to use a spell- or grammar-checking device or predict ahead technology when using a word processor for the writing portion of the test.
- Allow a student to use a calculator, number chart, tables, or manipulatives on the mathematics portion of the AIMS HS. However, use of an abacus by a student who is blind is considered a standard accommodation.

Refer to "Administration of AIMS HS, AIMS DPA, and *TerraNova*® to Students Requiring Accommodations" on the Arizona Department of Education Web site at www.ade.az.gov for additional guidance regarding non-standard accommodations.

English Learners (EL)

School districts shall not exempt students from AIMS HS who are English Learners (EL). However, EL students may be provided certain standard accommodations during the administration of AIMS HS. Additionally, students classified as Fluent English Proficient (FEP) may also receive certain standard accommodations during the first two years they are classified FEP.

The assessment accommodations available for eligible EL and FEP students are:

- ☐ provide a translation dictionary;
- ☐ administer the test with additional breaks;
- ☐ provide minimal oral translation of written directions as needed;
- ☐ reread directions for each page;
- ☐ simplify language in directions;
- ☐ administer the test individually in a separate location; and
- ☐ administer the test in a small group or one on one.

Refer to “Administration of AIMS HS, AIMS DPA, and *TerraNova*® to Students Requiring Accommodations” on the Arizona Department of Education Web site at www.ade.az.gov for additional guidance.

“J” Codes

The “J” column in the “Other Information” data grid can be found on the inside front cover of the AIMS HS answer document. “J” codes should be completed **only** for students who have received non-standard accommodations during the administration of any particular content area of AIMS HS or for home-schooled students.

When a non-standard accommodation is implemented for any student, the Test Administrator or the Test Coordinator must complete the “Other Information” data grid by filling in the appropriate bubble under the “J” column. All information in the “Other Information” data grid must be recorded using a No. 2 pencil to fill in the appropriate bubbles.

The data in “J” column will be used to determine whether the student’s scores will or will not be included in the score summary report. It is important that the coding for each student be done accurately. Willful miscoding of answer documents is a violation of ethical test practice and is subject to discipline and/or dismissal.

Determine the non-standard accommodation by content area as identified in the Student IEP, and then fill in the appropriate bubble. Refer to the table below to complete the "J" column in the "Other Information" data grid.

For a non-standard accommodation in:	Fill in this numbered bubble in "J" column:	Other Information									
		A	B	C	D	E	F	G	H	I	J
Reading	"1"	0	0	0	0	0	0	0	0	0	0
Mathematics	"2"	1	1	1	1	1	1	1	1	1	1
Writing	"3"	2	2	2	2	2	2	2	2	2	2
Reading and Mathematics	"4"	3	3	3	3	3	3	3	3	3	3
Reading and Writing	"5"	4	4	4	4	4	4	4	4	4	4
Writing and Mathematics	"6"	5	5	5	5	5	5	5	5	5	5
Reading, Writing, and Mathematics	"7"	6	6	6	6	6	6	6	6	6	6
		7	7	7	7	7	7	7	7	7	7
		8	8	8	8	8	8	8	8	8	8
		9	9	9	9	9	9	9	9	9	9

Example: If a student’s IEP requires the student to use a calculator for computation, the bubble for "2" under column "J" should be filled in.

To exclude home-schooled students from the summary data, fill in the bubble for "8." The bubble for "Home School" should also be filled in under number 6 on the demographics page.

Word Processors, Scribes, Tape Recorders, Large Print, and Braille Tests

If the student uses a word processor, tape recorder, scribe, Braille test book and Braillewriter, or a large print test book as an accommodation, their responses **must be transcribed into an answer document for scoring purposes**. A member of the school staff must be responsible for transcribing the response exactly as produced by the student. Immediately after transcribing student responses into the answer document, all student responses must be deleted from electronic devices.

Staff members should not change the spelling or punctuation of the student-produced work. These answer documents should be returned with the rest of the documents for the appropriate school. The student’s use of a Braille or large print edition of the test must be recorded on the student’s answer document under the "Standard and Non-Standard Accommodations" section.

To obtain Braille and large print editions of the test books, contact your Test Coordinator. Please order only the exact number of Braille or large print test books that will be needed, as quantities are limited.

Immediately after transcribing student responses into an answer document, all student responses must be deleted from electronic devices.

Glossary

Arizona's Instrument to Measure Standards High School (AIMS HS)

The test provided for high school students in Arizona. AIMS HS tests specific performance objectives developed by the Arizona Department of Education.

CTB/McGraw-Hill

The publishing company that is responsible for providing and scoring test materials for the Arizona Department of Education.

Demographics Page

The page that contains student identification information that must be completed for students without student bar code labels, which is found on the back cover of the AIMS HS reading and writing and mathematics answer documents.

Group Information Sheet (GIS)

The form used to provide information to CTB/McGraw-Hill about a group of students being tested. A "group" normally refers to a single class, a combination of classes at the same grade level, or a group of students being tested at the same grade level.

"J" Codes

The codes used to indicate non-standard accommodations for eligible students. "J" Codes should be completed in the "J" column in the "Other Information" data grid found on the inside front cover of the answer document.

Proctor

The individual who assists the Test Administrator.

School Group List (SGL)

The form used to provide information to CTB/McGraw-Hill about the students being tested in an entire school.

Significant Break

The break provided at the end of Part 1 of the mathematics test in order for students to refresh before proceeding to Part 2 of the mathematics test. Refer to the school's testing schedule for providing this break.

Student Bar Code Label

The label affixed to the front cover of the answer document for reading and writing test or for mathematics test. Provides information that ensures validity of assessment results of AIMS HS.

Test Administrator

An individual, usually a teacher, who is responsible for the administration of the test.

Test Coordinator

An individual who is responsible for distributing test materials and collecting test materials.





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